

KCCT Index Trends of Identified Achievement Gap Populations

Elementary (grade 4) Reading

Reported by index (140 point scale).

All Students

2001	2002	2003	2004	2005	2006
80.7	81.9	83.6	86.8	87.1	89.4

Students with Disabilities

2001	2002	2003	2004	2005	2006
62.8	65.6	69.5	75.1	75.7	78.9

Free and Reduced Lunch Students

2001	2002	2003	2004	2005	2006
71.8	73.2	75.9	79.9	80.1	82.5

Limited English Proficient Students

2001	2002	2003	2004	2005	2006
67.6	65.7	66.0	73.6	76.9	76.9

African-American Students

2001	2002	2003	2004	2005	2006
64.8	66.4	69.8	73.9	74.4	75.7

Hispanic Students

2001	2002	2003	2004	2005	2006
73.1	74.7	76.2	81.0	82.2	81.8

- Elementary reading scores for all demographic groups are improving.
- Elementary schools are reducing the gap in reading scores among students with disabilities more quickly than they are reducing the reading gap in other demographic groups.
- In 2001, the most significant elementary reading gap was among students with disabilities; in 2006, the most significant gap is among African-American students.
- The gap in reading scores among Limited English Proficient students at the elementary level is remaining constant at approximately 13 points.

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Middle School (grade 7) Reading

Reported by index (140 point scale).

All Students

2001	2002	2003	2004	2005	2006
80.4	81.4	82.8	85.1	87.0	87.2

Students with Disabilities

2001	2002	2003	2004	2005	2006
49.6	51.9	53.7	61.8	64.5	67.0

Free and Reduced Lunch Students

2001	2002	2003	2004	2005	2006
69.8	71.2	73.0	76.9	79.1	80.3

Limited English Proficient Students

2001	2002	2003	2004	2005	2006
61.3	58.2	62.5	62.4	65.9	64.1

African-American Students

2001	2002	2003	2004	2005	2006
63.9	66.3	66.9	71.9	73.4	75.4

Hispanic Students

2001	2002	2003	2004	2005	2006
78.5	74.7	78.1	75.9	78.6	78.6

- With the exception of reading scores for the Hispanic student population, middle school reading scores are improving.
- Although middle schools are reducing the gap in reading scores among students with disabilities more quickly than they are reducing the reading gap in other demographic groups, the disabilities gap continues to be the most significant middle school reading gap.
- The middle school reading gap increases over time for the Hispanic student population. (It is important to note that Kentucky tested 404 Hispanic middle school students in 2001 and 890 Hispanic middle school students in 2006.)

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High School (grade 10) Reading

Reported by index (140 point scale).

All Students

2001	2002	2003	2004	2005	2006
68.8	67.8	70.7	73.8	77.4	78.0

Students with Disabilities

2001	2002	2003	2004	2005	2006
34.5	35.0	37.7	42.8	47.5	45.0

Free and Reduced Lunch Students

2001	2002	2003	2004	2005	2006
55.6	54.5	57.6	61.1	66.2	65.6

Limited English Proficient Students

2001	2002	2003	2004	2005	2006
41.3	51.0	51.7	53.7	52.0	46.5

African-American Students

2001	2002	2003	2004	2005	2006
53.3	53.3	55.5	59.7	62.5	62.5

Hispanic Students

2001	2002	2003	2004	2005	2006
62.7	63.7	63.8	68.3	66.2	67.1

- High school reading scores for all demographic groups are improving.
- The gap in high school reading scores remains constant over time for students with disabilities and students who receive free/reduced lunch.
- The gap in high school reading scores increases over time for students with limited English proficiency, African-American students and Hispanic students.

Across Elementary – Middle – High Reading

- With the exception of the gap in African-American readers at the middle school in 2006, all performance gaps increase from elementary to middle to high. At the same time that these gaps grow, the overall student reading performance decreases from elementary (89.4) to middle (87.2) to high (78.0).
- The most significant increase of performance gaps across grade levels occurs in students with limited English proficiency. The gap grows from 13 at elementary school to 17 at middle school to 32 at high school.

Index Trends of Identified Gap Populations

Elementary (grade 4) Writing

Reported by index (140 point scale).

All Students

2001	2002	2003	2004	2005	2006
58.7	62.1	68.1	72.3	74.9	76.4

Students with Disabilities

2001	2002	2003	2004	2005	2006
42.7	47.7	56.6	61.9	65.9	68.8

Free and Reduced Lunch Students

2001	2002	2003	2004	2005	2006
51.6	56.1	62.9	67.4	70.3	72.1

Limited English Proficient Students

2001	2002	2003	2004	2005	2006
47.7	49.9	57.2	65.3	67.2	67.3

African-American Students

2001	2002	2003	2004	2005	2006
48.3	52.9	60.8	64.7	68.2	70.3

Hispanic Students

2001	2002	2003	2004	2005	2006
52.4	56.0	61.5	67.2	70.2	70.9

- Elementary writing scores for all demographic groups have significantly improved since 2001.
- Performance gaps in elementary writing have decreased in all demographic areas except for the Hispanic student population.

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Middle School (grade 7) Writing

Reported by index (140 point scale).

All Students

2001	2002	2003	2004	2005	2006
43.5	46.3	51.9	54.9	57.3	63.4

Students with Disabilities

2001	2002	2003	2004	2005	2006
25.0	27.9	33.6	38.9	43.2	49.9

Free and Reduced Lunch Students

2001	2002	2003	2004	2005	2006
34.2	37.4	42.9	47.1	50.1	56.7

Limited English Proficient Students

2001	2002	2003	2004	2005	2006
29.5	27.9	32.8	34.0	37.9	45.4

African-American Students

2001	2002	2003	2004	2005	2006
29.1	31.3	36.5	39.4	41.9	49.9

Hispanic Students

2001	2002	2003	2004	2005	2006
40.9	38.6	43.6	44.6	47.2	53.5

- Middle school writing scores for all demographic groups have significantly improved since 2001.
- The performance gap for African-American writers in the middle school has remained constant at 14 points since 2001.
- The performance gaps for students with limited English proficiency and Hispanic students have increased since 2001.

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High School (grade 12) Writing

Reported by index (140 point scale).

All Students

2001	2002	2003	2004	2005	2006
59.0	60.1	64.6	65.1	68.4	67.9

Students with Disabilities

2001	2002	2003	2004	2005	2006
33.3	34.6	39.1	42.1	46.7	49.5

Free and Reduced Lunch Students

2001	2002	2003	2004	2005	2006
48.2	49.2	54.2	55.8	59.4	59.2

Limited English Proficient Students

2001	2002	2003	2004	2005	2006
45.1	48.7	53.7	47.4	52.9	60.2

African-American Students

2001	2002	2003	2004	2005	2006
46.4	48.1	52.6	54.2	57.9	57.8

Hispanic Students

2001	2002	2003	2004	2005	2006
55.9	56.5	62.5	61.9	62.3	63.6

- High school writing scores for all demographic groups have improved since 2001.
- Although the performance gap for writers with disabilities continues to be the most significant gap in high school writing, it has decreased by 8 points since 2001.

Across Elementary – Middle – High Writing

- The performance gaps in students with disabilities and students who receive free/reduced lunch increases from elementary to middle to high school.
- Performance gaps for limited English proficient students, Hispanic students and African-American students increase from elementary to middle school but then decrease prior to high school.